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ABSTRACT

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions on using the newspaper as an instructional aid in the classroom. Following a list of do's and don'ts for teachers who plan to introduce the newspaper to students, this booklet contains general ideas on how to teach students in the language arts and how to handle a news story, a picture, an editorial, an airline advertisement, a headline, a comic strip, a grocery advertisement, a coupon advertisement, and a map. Each section of this booklet ends with a number of activities that teachers will find useful. (RB)

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The ideas that follow are merely suggestions. They are not a blueprint. They simply suggest what you can do with a daily newspaper, a roomful of youngsters and your own imagination. Many of you, already using the newspaper as a supplementary text, have many more ideas. Others of you, who may not yet have discovered the value of the newspaper as an instructional tool, may find that these suggestions help you get started. Use the newspaper to make your classroom more exciting, more geared to the "real" world of your students.

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BEFORE YOU START, READ THESE HINTS FROM OTHER TEACHERS . . . .

DO

* Have plenty of background yourself about the newspaper....how it's put together, what it covers, how news is gathered, what responsibilities it assumes along with its freedoms, and so on. You won't be comfortable working with the paper unless you know something about it.

* Supply enough papers for each child in your class. Before they get the papers, build up enthusiasm for this new and exciting text.

* Staple the sections together, especially if your children are very young. Handling will be a lot easier.

* Allow your students to read whatever they want on the first day. Let them give short oral reports on whatever interested them.

* Have someone from the paper speak to your class. The more interesting you make the newspaper, the more eager will be your students to read.

* Arrange a plant tour. Tell your students what they will see; after the tour, discuss what they have seen. If you can't get to the plant, borrow a filmstrip on production.

* Examine the paper page by page and section by section. It is important that your students understand the four functions of the paper -- to give facts, to give opinion, to serve and to entertain -- and that they be able to find information quickly.

* Develop a class newspaper, published at least three times, based on a real paper.

DON'T

* Assume that your students understand the newspaper because they see it at home everyday.

* Rush through a newspaper unit. Take it slowly or you'll be wasting your time. The free press is an integral and influential part of our society. It deserves more than a two-week unit; so do your students.

* Try to avoid the sensational or the comics. These interest your students most. Build on those interests while putting them in perspective.

* Skip background information about the newspaper when you are using it to teach math, social studies or language arts. Your students need to know <u>about</u> the newspaper in order to use it best.

* Expect your task to be easier. It will be harder to use the newspaper than to use a standard text. But you'll do a much better teaching job and that's why you are in the classroom.

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* *PROVIDES MANY SERVICES AND* *
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* *JOB EASIER.* *
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NEWS STORY

Two B-52s, F-111 Lost in Hanoi Raid

By George Esper

SAIGON (AP) — U.S. planes made the heaviest attack to date on the Hanoi-Haiphong area during the night, but it also was the costliest to the United States.

The U.S. command reported two B-52 heavy bombers and an F-111 fighter-bomber lost and eight American fliers missing. Hanoi said six of the missing men — the crew of one of the B-52s — were captured and presented at a news conference in the North Vietnamese capital a few hours later.

Seven other American airmen were rescued in Thailand, the U.S. command said.

North Vietnam charged that nearly 100 civilians were killed or wounded in attacks on Hanoi and its suburbs. But it said President Nixon's attempt to bomb it into submission would not force it to accept his peace terms.

HANOI CLAIMED that three B-52s and three fighter-bombers were shot down and said a number of the fliers were captured. The U.S. command said it had no additional losses to report for the time being, leaving open the possibility that other American planes were lost.

It was the heaviest one-day loss in men and material that the United States has suffered in the air war. The two B-52s and the F-111 cost a total of $31 million.

Although the U.S. command withheld most information about the resumption of the air war north of the 20th parallel, one senior American official said hundreds of planes took part in the raids, and some targets in the Hanoi-Haiphong industrial complex were hit for the first time in the war.

There were indications that more than 100 B-52s, or most of those available, were used. For the first time in memory, the command today gave no information on B-52 strikes in South Vietnam, Cambodia and Laos. A spokesman refused to say whether this meant the entire force had been shifted to the attack on North Vietnam.

THE COMMAND also reported fewer than 200 U.S. fighter-bomber strikes in South Vietnam yesterday, about half as many as usually are flown. This indicated a major diversion of the smaller aircraft also to the attack in the north.

Authoritative sources reported a fifth aircraft carrier was operating in the Tonkin Gulf, in addition to the four normally there. This increased the fighter-bomber force further.

Military sources said Nixon ordered the shutdown on official information about the attacks.

The command did announce that U.S. Navy ships had resumed surface gunfire attacks north of the 20th parallel, but gave no details.

One of the B-52s went down 30 miles northwest of Hanoi with six crewmen missing, the command said. It was the first B-52 to crash on North Vietnamese territory.

THE OTHER B-52 limped back to Thailand, like the B-52 that was downed in November, and crashed 100 miles southeast of the Udorn Air Base. Its seven crewmen bailed out and were rescued.

The F-111 crashed about 50 miles southwest of Haiphong, the U.S. command said, and its two crewmen were listed as missing. It was the fifth of the controversial bombers lost since they returned to combat in Vietnam nearly three months ago.

The headline on this article indicates that it will be an ideal vehicle for teaching geography, history and math, as well as language arts.

One of the great strengths of using the newspaper in your classroom is its ability to integrate subject matter. It not only makes subjects real but it illustrates very clearly that, in life, there is no pigeonholing of a subject, but rather an integration of everything we learn.

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LANGUAGE ARTS

"Give an English teacher 35 newspapers for her 35 students and she can teach them all they need to know about language arts." -- Claude Lineberry, former English teacher at Waianae Intermediate School.

WRITING A NEWS STORY

The majority of news stories, from wherever they come, are written in the very-easy-to-follow inverted pyramid style. This simply means that the reporters puts the most important facts at the top of the story and adds the other details in descending order of importance.

John Griffin, editorial page editor of The Honolulu Advertiser, says that the reporter writes his story in the first two or three paragraphs and then rewrites it over and over again in different words.

The headline is the summary of the most important facts; the lead is the summary of the whole story.

Here are a few exercise which will improve language arts skills:

1. Remove the headline from the story. Read the first two or three paragraphs or have a student read them. Have each student write his own headline. Compare them with the "real" head.

2. Cut the story up into paragraphs. Have the students arrange them in descending order of importance. Make sure each student can justify the order. Again, compare with the actual newspaper account.

3. Give the students (orally or in writing) the important facts. Have them write their own stories in newspaper style.

4. Compare the headline on this story with one on a sports story.

Cubs Smother Giants, 8-2

Show how words are used differently in sports heads to convey different meaning. Discuss the literal meaning of "smother", "cubs" and "giants" and then translate the whole head literally. Discuss the difference between this kind of writing and that on the Hanoi story.

5. Give the students only the headline and have them write their own stories. They'll need to do some research to do a good job.

6. Teach cause and effect by noting the facts and how one event is either the cause or the effect of another. This is an excellent exercise for an advanced group because the facts are not in chronological order in a news story.

PARAGRAPHING

1. Teach students how to recognize paragaphs by having them outline them.

2. Pick out the topic sentence in each paragraph.

3. Examine the length of news article paragraphs. They are usually short and have one thought or even part of one thought.

4. Have youngsters practice writing short paragraphs with short sentences.

BUILDING VOCABULARY

The newspaper is the best spelling book in the world. Because it is written to be read, it uses vocabulary within the range of most students (with the possible exception of the editorial pages). It also uses words which have become part of our lives but which will not be in the dictionary for some time. e.g. space exploration and medical discovery words.

1. Building a vocabulary bank with new words from the story. Have the students write each new word on a card with the meaning beneath. Many will determine meaning from context; others will need the dictionary.

2. Use one new word a day as the week's spelling list.

3. Look for words with new meanings -- e.g. the words of the youth culture.

4. Find little words in big words. They can be marked right on the paper. The students will not be content with the little words but will want to find big ones.

PARTS OF SPEECH

Because the paper can be marked without anyone getting unhappy or angry, you can easily show your students what work certain words do by having them underline or circle all the action words, all the color words, all the proper nouns, all the connecting words and so on. By discussing the use of the word in relationship to other words, the work of the word comes through easily to the student.

SCANNING AND SUMMARIZING

1. Have students scan the article for the most important facts and then write them down. See if these facts are reflected in the headline.

2. Have the students take notes as you read the news story. This is excellent practice both for listening and for writing.

GEOGRAPHY

Use this article to introduce your students to the Far East and what is happening there.

Use it in conjunction with a map, preferably one also found in the newspaper as it will be more accurate than one in an atlas.

Pick out all the places mentioned in the story and have groups report on various topics:

a. Saigon -- where it is, what is happening there.

b. Hanoi -- where it is, what is happening there.

c. Vietnam -- what it is like, how people live, what sort of clothes they wear, how the temperature compares with Hawaii.

d. The food of Vietnam. Why is it different from ours? Do people look any different as a result of different diet?

e. A flight to Saigon - where to leave from, what to take, the cost (including tax), what other places would one visit on the way.

HISTORY

It is important that youngsters understand that news is history while it is happening; that many of the things they read from day to day will be in history books twenty years from now; that everything happening is related to events in the past.

1. One group within the class learn about the recent history of North Vietnam.

2. Another group learn about the recent history of South Vietnam.

3. Have the class investigate how men were drafted for this war and for previous wars. This can be committee work, going back as many wars as you can make committees.

4. Discuss the war in Vietnam as thoroughly as you can. What is happening in Asia and what is happening in America as a result of the Vietnam War is a great deal more important than the Boston tea party.

5. Look at the history of countries adjacent to Vietnam and diecuss.

For any committee work, thorough research should be done by a small group which then reports to the whole class. Other members of the class take notes and discuss the material they have been given.

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There are obvious math lessons in this story. MATHEMATICS

1. Compute the distance between Honolulu and Saigon, both in miles and in elapsed time. Go into time around the world as you cross the international date line.

2. Compute the cost of the planes lost. Translate this into something the students can understand -- like how many houses it would buy in Hawaii.

3. Compute the distance between Saigon and Hanoi and find places that are about the same distance apart in the United States.

4. Make a map of the area and draw to scale the locations where the men went down.

5. Have a group find out the total killed in Vietnam and the total killed in traffic accidents and work out problems in percentages around these figures.

man booked after hi jacking city bus

LOS ANGELES (UPI) — A 21-year-old man was booked for investigation of kidnaping yesterday after he hijacked a bus and forced the driver to take him six miles, apparently because he could not get change for his fare.

Police said the suspect, Daniel Horton, was arrested in the lobby of California Hospital soon after he got off the bus in the downtown area.

Bus driver Autry J. Brown, 27, told police a man boarded the bus at Manchester Avenue and Broadway and put 25 cents in the coin box. The driver told him the fare downtown was 38 cents.

"The guy went back to his seat and then came back with a dollar," Brown said. "I told him we no longer gave change and then he put 25 cents more in the box."

THE MAN then stuck his hand into a coat pocket, simulating a gun, and told Brown, "Don't stop the bus. Keep driving. Don't let anybody off or on."

None of the 11 passengers was allowed off the bus during the six-mile trip that ended on Venice Boulevard and Main Street when the hijacker told Brown, "Pull over. This is where I get off."

Police searched the neighborhood and found Horton standing in the hospital's lobby.

This is a brighter, lighter story which can be used in much the same way.

The location lends itself to some lessons in geography and math; the details to research into hi-jacking episodes elsewhere in the world; the story itself to vocabulary learning and building. Because the story is written in exactly the same way, you have another model for skimming and scanning, for learning about cause and effect, for grammar exercises and so on.

The use you make of any news story is only limited by your own imagination.

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A PICTURE

THE MOTHER — Mrs. Ann Shimabukuro was escorted from her home by police and a police matron.—Photo by John Titchen.

A picture is worth a thousand words, so they say. But using pictures to encourage students to talk is very important in the lower elementary grades.

1. Have young students talk about what they see. This will stretch their imaginations and will probably result in some very interesting interpretations.

2. Remove the caption and have the students write their own. This is excellent for concise, accurate writing.

3. Leave the caption on but have the students write a story about the picture but not altering any of the facts in the caption.

4. Put this picture with many others you have clipped from the paper, both from the news sections and from advertisements. Have students draw pictures from an envelope and write captions and/or stories.

5. Have the students write a story from the viewpoint of someone in the picture. Let them imagine themselves either the policeman or one of the women.

6. Let this be one in a series of pictures which build a story. For example, through pictures found in the paper, follow the policeman having breakfast, driving to work, going out to this house, and so on. Children are very good at finding pictures and then putting them in sequence to tell a story. It can be done individually or on a flannel board for the whole class.

7. Have a policeman come to class and talk to the class about his job.

8. Save the story that goes with the picture and, after class has discussed it, either read the story to them or have them read it in their newspapers. Talk about what actually happened and what the class thinks of it.

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AN EDITORIAL

judging the grand jury

The grand jury system is in trouble.

Across the country, critics complain that this panel of citizens with the power to bring their fellows to trial is archaic and should be done away with.

ADVERTISER WRITER Sanford Zalburg, in a recent series of articles, outlined how the legal profession in Hawaii feels about the grand jury system. In his series, he pointed out that many lawyers and judges believe grand juries are inefficient, expensive, unneeded and a potential threat to civil rights.

In fact, there is some concern nationally that the grand jury system has even gained potential to abuse civil rights in recent years through the Organized Crime Control Act of 1970 which grants the jury broad investigatory powers.

This opens the way for increased use of the grand jury for a "fishing expedition" in search of misconduct which might not even exist.

Grand juries should be returned to their original role of examining evidence and deciding on indictments, some critics say. Others want the grand jury abandoned altogether. Preliminary hearings perform the same function, they say, allowing the accused to be present with his counsel and guarantee that the rules of evidence will be followed from the first.

DEFENDERS OF the system point out that it does leave the crucial role of indicting in the hands of citizens and that if a grand jury prevents just one person from being unfairly tried it should be maintained.

Certainly, the usefulness of the grand jury system is a hot topic in the American legal community. There may be valid reasons for abolishing the grand jury entirely. But several questions remain unanswered, including:

- The grand jury is part of the Constitution. Is there the possibility of violating constitutional rights if it is abolished?

- The entire legal system is a fragile, complex and delicately-balanced chain of institutions. What would happen to this balance if one link is removed?

A WISE MOVE in Hawaii would be for the Legislature to call for a report on current thinking about the viability of the grand jury system nationally, combined with a thorough study of [illegible] grand juries.

A logical candidate for the job would be the Judicial Council of Hawaii, which did an [illegible] assigned a similar task in the revision of the Hawaii Penal Code. Its report could then be the basis of any indicated action.

Editorials provide much food for thought and for debate. They are also written in exactly the same way as an essay so they are a good way to introduce the structure of an essay to your class.

Be sure that your students know the difference between fact and opinion and know where one ends in the paper and the other begins.

Make sure they know that an editorial is not written in the inverted pyramid style; that it includes opinion; that it tries to persuade the reader; that it relates to some event in the news.

This particular editorial provides the teacher an excellent opportunity to introduce his students to the court system.

1. Have someone come to class to explain what the grand jury is and what it does. Maybe you can find someone who has served on a grand jury.

2. Find out how the court system for Hawaii and for the nation is organized. Make charts to illustrate.

3. Hold a mock trial.

4. Investigate the role of the police department in the operation of the city.

5. Learn new judicial terms.

6. Find out what is happening to the grand jury system in other parts of the country.

7. What is the Hawaii Penal Code? Give a committee the task of finding out about it and reporting on it to the rest of the class.

8. Discuss the pros and cons of a legal problem known to the students -- e.g. the legalization of marijuana.

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EDITORIAL CARTOON

EDITORIAL CARTOON

The editorial cartoon is the easiest way to introduce students to the editorial page. Even very young children can interpret an editorial cartoon. They can also see that it is opinion in the form of a picture.

Reproduce the cartoon on a transparency and show it to the whole class on a screen. Pick a subject which fits their age bracket and interests and which will help you introduce them to a difficult subject.

You should start with local cartoons, especially for the younger or slower students. Hawaii is the place they know most about and are most interested in.

Use this particular cartoon to:

1. Teach about safety on the highways.

2. Teach about safety in general.

3. Learn about laws and how they are enforced -- e.g. what will happen to this driver if he is arrested?

4. Find out how many people die in traffic accidents in the course of a year. Work out a table showing causes of these accidents.

5. Discuss symbolism -- the death character, the glass in hand, the palm tree, the wreath on the grave.

6. Take your class to a court case. Have them write up the proceedings and compare their own stories with that which comes out in the paper.

7. Have your students look at an obituary. Compare it with a biographical sketch. Have the students write a short account of themselves, putting in the names of their relatives. (Some students don't know the names of close relatives.)

8. Look at other cartoons to find out other symbols frequently used.

9. Collect written material -- either editorials or news stories -- about holiday accidents. Discuss what can be done to cut down on these.

10. Discuss holidays and their impact on the lives of people. What values are we looking for? Have we strayed away from basic values? What is the real meaning of Christmas?

11. Lead into a discussion of the use of drugs. Compare one with another. Come to conclusions about the value of drug-taking.

12. Find out about social agencies which handle drug problems and what they do. Have groups within the class investigate the various organizations and report back to the class.

13. Have a policeman come to class to discuss highway safety during holidays - and other safety all the time.

14. Discuss safety in other common situations - fire at school, fire at home, at the beach, ordinary hazards at home, simple first aid.

AIR LINE AD

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Plan a trip to your favorite place. Students must watch the travel ads and be able to justify their choice of a place. Then let them make a notebook tracing their plans for a "dream vacation."

With this particular ad:

One ticket--one airline--
will take you to 36 mainland cities.

Step aboard Northwest in Honolulu and fly off to the mainland city of your choice.

Northwest flies to 36 cities, in all. And from any major Northwest city, you're assured of connections to any city—anywhere.

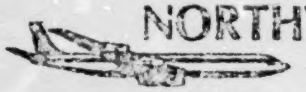
When can you come along? Just step aboard any afternoon at 2:05 or any evening at 10:00.

And ask about our low cost excursion fares—that let you fly east and save on travel dollars at the same time. (Example: you can save $69.75 round-trip to New York.)

So next time you're ready to take off and head east--fly Northwest.

Our ticket will take you anywhere on the mainland.

For more information or reservations, call Northwest Orient Airlines, 853-256, or your travel agent.



NORTHWEST ORIENT
THE FAN-JET AIRLINE

COAST TO COAST—FLORIDA—ALASKA--CANADA—THE ORIENT

1. Find out where Northwest Airlines flies. Have a map made to show all the routes.

2. Have a second map made showing the differences in times between one place and another on the routes.

3. Let each student pick a vacation place, flying from Hawaii on Northwest Airlines.

4. Geography: They must learn all they can about their vacation spot - the temperature, the latitude and longitude, the distance from Hawaii, the flora and fauna.

5. Math: They must compute the cost of their vacation - everything from tickets to tips. Don't let them forget the taxes.

   They must also compute distance, how long it takes to make the trip, the difference in time.

   Let them follow the temperature charts in the newspaper for two weeks so they will know what their favorite spot is like and what clothes they will need.

6. English: Have them write out why they chose their particular spot; what they expect to do while they are there; with whom they are going and so on.

6. English: Have them write out why they chose their particular spot; what they expect to do while they are there; with whom they are going and so on.

7. History (and English): They must find out all they can about the history of the place they are visiting and write out the most important things they have discovered.

8. Vocabulary: New words should be kept in the spelling bank.

9. Have the students collect pictures from other sources and include them in their notebooks.

10. Have a contest at the end of the unit during which each child will try to persuade all the others that his choice is the best. Take a vote at the end.

11. Have a committee interview people who work for Northwest Airlines. Find out what sort of jobs have to be done for an airline besides flying, how many hours pilots and others work.

12. What other airlines fly in and out of Hawaii? Make a map.

13. What are the plans for a new airport? Follow all newspaper stories.

14. How many visitors come to Hawaii by air a year? What does this do to the economy of the Islands? What is the percentage of tourists travelling by air as compared to those arriving by ship?

15. What passenger ships call at Hawaii? Where do they go? Chart their routes on a map of the Pacific.

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A HEADLINE

Spurns Talks

Pay Raise Decreed For Soviet Workers

SALE-A-THON

We've given examples of two or three here because you need more than one for work with very young children.

The headline is a summary of the article. Writing headlines teaches students to write succinctly and accurately.

Headlines may also be used in the kindergarten and very early grades to teach children letter recognition. You'll need the large letters of a headline for the small children. You can let them cut up this "text" to your heart's content.

Headline type is ideal for teaching children to recognize initial consonants.

Cut up a lot of large letters and have children make their own words - on the floor if they are very young.

Clip headlines from papers over a period of time. Have children draw them from a box, write stories to go with the headlines.

Take one headline a day from the front page. Put it on cardboard on the bulletin board but with some of the letters taken out. Have the students compete to see who can make the complete headline each day. Be sure you keep a record so that the work becomes a contest.

A COMIC STRIP

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PEANUTS
THIS IS NATIONAL DOG WEEK
I'M WELL AWARE OF THAT, BUT WHAT CAN A PERSON DO TO MAKE IT MEANINGFUL?
HUG A BEAGLE!
NOW YOU KNOW!

Don't avoid the comics. Your students are interested in them. One of the secrets of good teaching is to build on the student's own interests - and he may be more interested in the comics than in anything else in the paper.

1. Teach short, conversational sentences by taking out the balloons and having the students write their own.

2. Teach direct quotation by having the students write their own conversation but put the conversation in quotes below the comic strip.

3. Cut the comic strip into four frames, remove the writing in the balloons and have the students put the frames in sequence, justifying the way they do it. Then have them put their own conversation in the balloons.

4. Have the class discuss people they know who are like the characters in "Peanuts." Even young children see very clearly that the strip is based on real people. From this lead them into discussion of other kinds of comic strips.

   Have them find strips that solve a problem; teach a lesson; foretell the future and so on.

5. Have the students make up their own comic strips, using either their classmates as characters or making up completely new ones. They must put in the conversation.

6. Let the students write a short story about what is happening in "Peanuts" for this particular day.

7. Have a group find out what other special weeks are celebrated and when. Let them report back to the class.

8. Have your students write down new words in the comic strip - such as meaningful and beagle. Let them find out the meanings and use them in other sentences.

9. Have young children color the strip.

10. Put the strip on a transparency for an overhead projector, with the balloons eliminated. Have class discussion on what the characters are talking about.

11. Role play by having children act out their own comics.

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A GROCERY AD

TIMES

SERVE YOU

• MU VALLEY • WAIPAHU • KAPALAMA • KANEOHE
• AIEA • KAHUA • WAIALAE • KING ST. • S. BERETANIA

THE MAN IN THE BLUE COAT'S QUICKIE SAVERS CARDS SAVE YOU MONEY

In today's ad you will find items listed as "Quickie Savers Specials". They are being offered at prices you probably haven't seen in years. To take advantage of the special low prices on Quickie Savers Specials all you need is a Quickie Saver's card filled with 30 large Royal Savings Stamps. There are new specials advertised every week to make sure that you can always use your card to buy the items you want and need. Ask the Man in The Blue coat, or at the check-out counter, for Quickie Savers Cards. They will help you save money.

VALUABLE COUPON

100 ROYAL STAMPS

Each coupon worth 100 ROYAL SAVING STAMPS Redeemable at time of each purchase of $10.00 or more Excluding Tax TIMES SUPER MARKET Jan. 14-20, 1973 (No Stamps on Liquor Purchases)

VALUABLE COUPON

100 ROYAL STAMPS

Each coupon worth 100 ROYAL SAVING STAMPS Redeemable at time of each purchase $10.00 or more Excluding Tax TIMES SUPER MARKET Jan. 14-20, 1973 (No Stamps on Liquor Purchases)

APPLE—6" PIE Simple Simon 79c

USDA Choice Boneless ROAST CROSS RIB ..... lb. 1.59

CHUCK—USDA Choice STEAK ..... lb. 99c

New May Sun Francisco ROAST DUCK 4.99

CHICKEN —Springdale Farm DRUMSTICKS .. 2 lbs. 1.39

SL. BACON 1.09

Slip Ahoy P.S. Frozen CLAMS ..... 3# 2.09

Kraft • Longhorn Style CHEESE ..... lb. 1.29

Kraft Sharp CHEESE ..... lb. 1.39

Armour 8 oz. pkg. FRANKS 79c

WEIGHT WATCHERS DINNERS
• SOLE
• PERCH 16 oz. 1.19
• CHOPPED SIRLOIN
• TURKEY ..... 16 oz. 1.79
• VEAL 12 oz.
• STUFFED PEPPER 1.59

Lean Boneless

STEW BEEF 1.29 lb.

BLUE COAT SPECIAL

INSTANT COFFEE NESCAFE ..... 10 oz. 1.39

BLUE COAT SPECIAL

BABY FOOD GERBERS STRAINED • Fruits—4½ oz. • Vegetables 10/1.00

BLUE COAT SPECIAL

Coral—6½ oz. CHUNK TUNA 39

BLUE COAT SPECIAL

BATHROOM TISSUE Soft-ex 4 Rolls 39c

A GROCERY ADVERTISEMENT

Newspaper ads teach youngsters that math is real. It becomes real when they understand that mother is doing math when she goes to the grocery store or that father is doing math when he's buying a new car or that the family is doing math when it plans a vacation or furnishes a house.

1. Have youngsters learn addition by adding items on a grocery list.

2. Give the children a budget for a family of four. Have them buy groceries for a week, being sure to compute taxes.

3. Have them compare prices in this ad with other grocery ads in the same edition of the paper. Decide where they should do their grocery shopping for the week.

4. Have the youngsters work out how many royal stamps they would receive with their purchases. From this, they can learn about the stamp companies, how they operate, what the advantage is (or disadvantage is) in saving stamps.

5. In a home economics class, plan a dinner menu from items listed in a grocery ad. Compute the cost of the dinner for a family of four.

6. Cut out this ad. Cut out ads for the same market over a period of time. Have the students keep a graph of the rise or fall in price of one or two specific items.

OTHER ADS

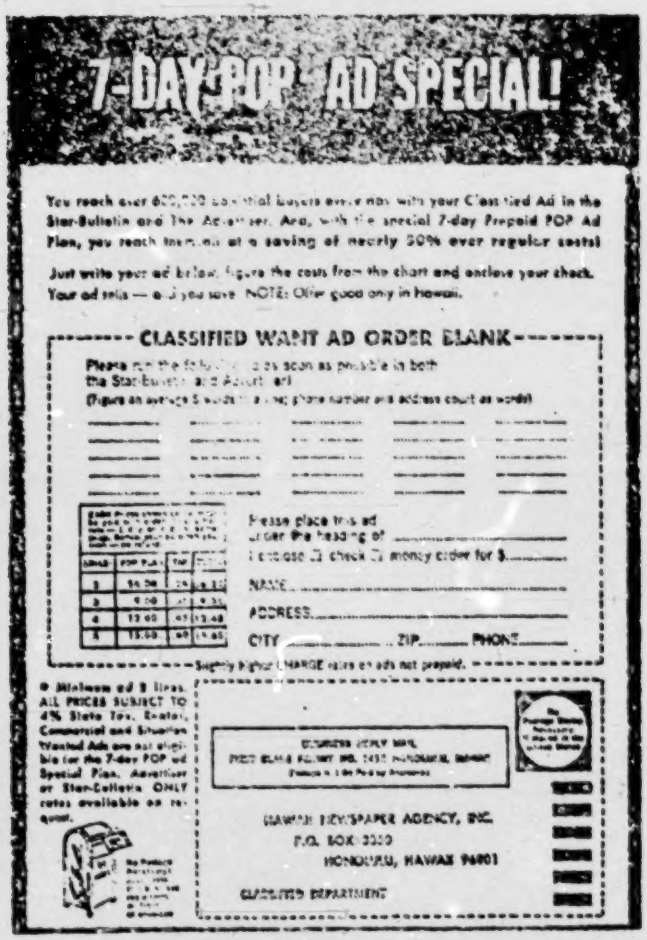
CLASSIFIED Percentage of used Buicks for sale. Number of houses for rent on Windward side as opposed to Leeward area. Cost of advertising an article for sale. Make up a classified ad; have students decide whose would sell the product best. Have students answer a Help Wanted ad. Decide who would get the job.

CLOTHING Outfit selves for college on a budget. Learn geography, climate etc., of place going to in order to make appropriate purchases.

REAL ESTATE Each student "buy" a house or land on his own island. Clip all news stories about the particular area. Decide at the end of six months who made the best buy. Buy and furnish a house, computing taxes, interest and all purchases. Draw a map of Oahu, showing where most houses and apartments are available. Interview a real estate broker and report back to class.

BEST COPY AVAILABLE

COUPON AD



7-DAY POP AD SPECIAL!

You reach over 600,000 potential buyers every day with your Classified Ad in the Star-Bulletin and The Advertiser. And, with the special 7-day Prepaid POP Ad Plan, you reach them all at a saving of nearly 50% over regular costs!

Just write your ad below, figure the costs from the chart and enclose your check. Your ad runs — and you save. NOTE: Offer good only in Hawaii.

CLASSIFIED WANT AD ORDER BLANK

Please run the following ad as soon as possible in both the Star-Bulletin and Advertiser

(Figure an average 5 words per line; phone number and address count as words)

Please place this ad under the heading of _____

I enclose ☐ check ☐ money order for $_____

NAME _____

ADDRESS _____

CITY _____ ZIP _____ PHONE _____

Simply higher CHARGE rates on ads not prepaid.

• Minimum ad 3 lines. ALL PRICES SUBJECT TO 4% State Tax. Rentals, Commercial and Situation Wanted Ads are not eligible for the 7-day POP ad Special Plan. Advertiser or Star-Bulletin ONLY rates available on request.

HAWAII NEWSPAPER AGENCY, INC.
P.O. BOX 3110
HONOLULU, HAWAII 96801

CLASSIFIED DEPARTMENT

This kind of ad is ideal for a wide variety of learning experiences.

1. For concise writing, have the students fill in the blanks, keeping in mind the reason for diing so.

2. Learn new words such as potential and minimum.

3. Calculate the cost of the ad, being sure to add the four per cent state tax.

4. Teach the difference between a money order and a check and have students write out one of each.

5. Compare ads and discuss them in class. Look at some of the ads in the paper and decide how they compare.

6. Have half the class write ads and the other half reply to them. Decide who would get which jobs.

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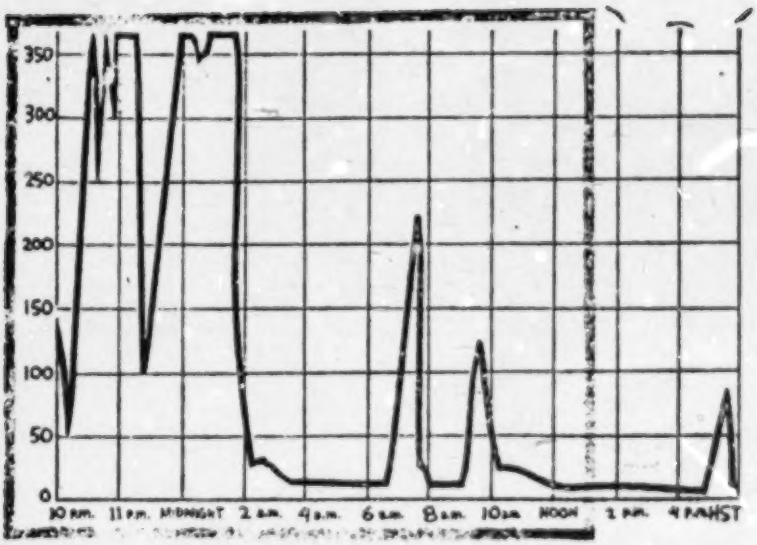
MAPS AND CHARTS



POLLUTING CELEBRATION—The jaged line on this graph shows the erratic frequency of suspended particles in Honolulu air last New Year's eve and during New Year's day. The peaks at left are flattened because the meter hit the scale's top and couldn't record all the pollution.

MAPS AND CHARTS

The newspaper is full of maps. They are easy to put on transparencies for projection though it is better to have the youngsters clip and keep them in their own files.

Use maps always in conjunction with news stories from a foreign place. Very often, a map will accompany such a news story in the paper.

There are also maps in the travel section and as part of travel advertisements. Local maps show where new highways are to be routed or where a heiau has been discovered.

Think what you can do with just this one map:

1. Compute distances between Hawaii and any place on the map, or between two places other than Hawaii.

2. Take a town as a vacation spot; find out all about it; plan a trip there, including the buying of a ticket.

3. Have groups of students discover all they can about each place and report back to the class.

4. For two weeks, save all the news that comes out of the town marked on the map.

5. Mark in the states or the countries.

6. Compare one place with another - e.g. New York with Buenos Aires, looking for similarities as well as differences.

7. Find out about the money each place uses and convert it into American currency.

8. Gather from the newspaper a picture file of people mentioned from any of these places.

9. Use the map as a time chart to work out the difference in times from one place to the next.

10. Learn about the difference in seasons between Washington and Santiago.

11. What about the forms of government in South America? How do they compare with ours?